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Nursery Rhyme
READERS

Little Jack Horner

Illustrated by Laura Huliska-Beith



SCHOLASTIC



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sat in the corner





He stuck in his thumb



and he pulled out a plum.



And he said...



"What a good boy am I!"

Teaching Tips

To enhance children's reading experiences, use these tips as you introduce and share the Nursery Rhyme Readers.

Before Reading

Show the cover of the book and read aloud the title. Have children comment on the cover illustration and tell what they know about the nursery rhyme. Since nursery rhymes often contain unfamiliar vocabulary, skim the book and introduce any vocabulary that will help children's understanding of the story. For example, for *Little Miss Muffet*, discuss *tuffet*, *curds*, and *whew*.



During Reading

The first time through, read the nursery rhyme aloud from beginning to end to let children hear the rhyme, enjoy it, and get a feel for the language. On subsequent readings, help engage children in the reading process by following these suggestions.

- * Model reading for children by tracking a line of print from left to right, turning the pages, and using picture clues. Invite children to comment on the illustrations on each page.
- * Reread the story, asking children to listen for words that rhyme. Then read aloud again, this time stopping at words that rhyme and letting children chime in on them. Next, invite children to join in for a shared reading, pointing to each word as you read it.
- * Model strategies for decoding words, such as finding beginning sounds, using picture clues, and sounding out words.
- * Point out punctuation and capital letters. Discuss what symbols such as periods, commas, questions marks, and exclamation marks mean, and how they affect the reading of the rhyme.
- * Invite children to clap their hands along with you to the rhythm of the rhyme as you read aloud.

After Reading

Help children respond to the nursery rhyme by following these suggestions.

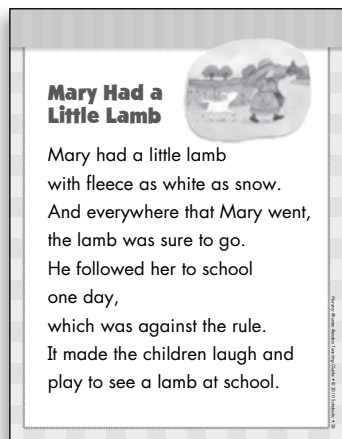
- * Ask questions to check for understanding. For example, after reading *Humpty Dumpty*, ask questions such as: *What happened to Humpty when he fell? Who tried to help Humpty after he fell? Why couldn't the king's horses and men put Humpty back together?*



- * Ask children if they liked the rhyme, and what they liked most or least. Have them retell the rhyme in their own words.

Using the Reproducible Nursery Rhyme Pages

After reading a nursery rhyme several times, give children a copy of the nursery rhyme reproducible to use for independent reading, for reading in pairs or groups, for classroom activities, and for sharing with family members. These pages are a great way to encourage repeated readings, develop fluency, and to do specific skill work.



Have children make a folder of the nursery rhyme pages. Provide a blank folder for children to title “My Nursery Rhymes,” and let them decorate it. Have them insert the nursery rhymes as they read them. They can also keep the Nursery Rhyme Reader Log in the folder, as well as activity sheets that they complete. Let children take home the folder to share with family members from time to time.

Have children follow along as you read the rhyme, tracking the print as you read. Ask them to underline or circle the rhyming words on their sheet. Also use the pages to have children identify specific letters, words with specific consonants, blends, vowel patterns, phonograms, and sight words. (You might wish to enlarge one copy of the rhyme and place it on an easel for children to see.)

Some of the lesson pages have specific suggestions for using the reproducible versions of the nursery rhymes.

Using the Lesson Pages and Reproducible Activity Pages

For each Nursery Rhyme Reader, use the activities on the lesson page found in this teaching guide to delve further into the areas of phonemic awareness, phonics, comprehension, vocabulary, reading, and writing. Each nursery rhyme includes a reproducible activity page specific to it. Spread the lesson and activities for each rhyme over several days.



Name Jack

Mary Had a Little Lamb
Write Your Own Story!

Mary's lamb followed her to soccer
practice.

What happened? It got the ball and
butted it into the goal.

Little Jack Horner



Little Jack Horner
sat in the corner
eating his Christmas pie.
He stuck in his thumb
and he pulled out a plum.
And he said . . .
“What a good boy am I!”

Little Jack Horner

Learning With the Nursery Rhyme

See pages 6–7 for suggested ways to read and share the book with children. Then focus on the following activities.

Where's Jack? Reread pages 2–3 in the reader, asking children what words tell where Little Jack Horner is. (*in the corner*). Tell children that *in* is a word that tells where something is. Have children find another place *in* is used (*in his thumb*), and then point out another position word on page 6. (*out*) Have children act out putting their thumb *in* a pie and taking it *out* of a pie. Next, copy the patterns of Jack and the Christmas pie (on page 36) onto posterboard and glue each one to a craft stick. Make word cards for positional words and phrases such as the following: *in, out, over, under, next to, near, through, on top of, in front of, in back of, behind, around*. Have children choose a word and then use the props to act it out. For example, a child can place Jack *over* his or her head. For more practice, write the sentence frame *Little Jack Horner sat _____*. Have children brainstorm creative ways to complete the sentence using phrases that tell *where*.



Clap for Syllables Use the words in the rhyme to play a game in which children listen for syllables and then clap the number of syllables they hear. For example, if you say *Little*, children will clap twice—*Lit. . . tle*. If you say *Jack*, children will clap once. Next, distribute the reproducible version of the rhyme and have children circle all of the two-syllable words. (*Little, Horner, corner, eating, Christmas*)

Say It With Feeling! Say aloud the last line of the rhyme, but without intonation. Ask children if that sounds right. Talk with children about how quotation marks are used to show that someone is speaking, and how the punctuation at the end affects how something is said and what it means. Point out the exclamation mark and discuss how that changes the sentence. Also, have them think about how the character Jack would sound after eating the pie. Now, ask children to say the line aloud with expression. Next, invite children to make up different lines for Jack, for the animal characters looking in the window, or for other favorite nursery rhyme characters, and to say them with expression.

Oh, My, I Like That Pie! Ask children if they have ever had a plum pie. Invite them to name their favorite pie. List their responses on chart paper. Have children choose a holiday and draw a picture of what kind of pie they'd like for their holiday. Help them label their picture with some of the ingredients.

Blend It! Reread the rhyme, focusing on consonant clusters and digraphs. Point out the word *plum*, showing children how the letters *pl* make the /pl/ sound. Work with children to generate a list of other words that begin with *pl* and write these on cards. Do the same for the consonant cluster *st* as in *stuck* and the digraph *th* as in *thumb*. Mix up the cards and have children work in groups to pick a card, say aloud the word in parts, such as /pl/. . . um, and then sort the cards in three piles according to the sound.

Punctuation Pointer Point out the ellipses on page 7 of the book and tell children that they mean there is a pause or stop in the text. Then, ask children how the exclamation mark on page 8 affects the way the words are said.

Little Jack Horner

Where's Jack?

